



SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	LING5006		
COURSE NAME	Bilingualism		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
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Contact Time and Availability	by appointment		
OTHER TEACHING STAFF			
Name		Office	
Phone		Email	
Contact Time and Availability			

4. Course Details	
Credit Points	UOC 6
Summary of the Course	This is an introductory course to Bilingualism – the phenomenon of speaking and using two or more languages. It explores the nature of bilingualism from a variety of different perspectives – socio-political, psychological, and linguistic.
Aims of the Course	<ol style="list-style-type: none"> 1. This course will enable students to investigate the nature of bilingualism by focusing on how it evolves and how it is

		maintained in an increasingly globalised world.
		The course aims to enable students to understand that bilingualism can be studied at an individual level - focusing on
	2.	psycholinguistic, neurolinguistic, and cognitive aspects, but also at a societal level - focusing on sociological, inter-cultural, and ideological domains.
	3.	
Student Learning Outcomes	1.	At the end of the course students should be able to:
	2.	identify basic conceptual and empirical issues in the study of bilingualism
	3.	develop a broad understanding of current advances in the study of bilingualism with particular reference to linguistic, sociolinguistic, and psycholinguistic aspects be familiar with some of the current debates in the analysis of bilingual language development, the bilingual (mental) lexicon and the formal analysis of code-switching.
	4.	
Graduate Attributes	1.	Students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and engaging with the knowledge content. These attributes will be assessed within the prescribed assessment tasks.
	2.	Skills in critical analysis;
	3.	Problem solving skills;
	4.	The ability to engage in independent and reflective learning.

5. Course Timetable

Class Type/Number	Day	Time	Location
Seminar/Workshop	Wednesdays	4pm - 6pm	Mathews 107

* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au.

6. Rationale for the Inclusion of Content and Teaching Approach

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7. Teaching Strategies

Classes will take a workshop format. While there will be some short introductions to the theories in lecture format, most time will be spent on interactive group discussions considering key concepts, issues and problems. **Students will be expected to do set reading tasks weekly and do a 10 - 15 minute presentation.** It is expected that at the end of the course, students will feel they have a good grounding in bilingualism theories and a critical understanding of their relevance to research, language in society and education.

8. Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay	approx. 3000 words	60%	1	1,2,3	30 August
Presentation	10 - 15 min	10%	1	1,2,3	Weekly roster
In-class test	1 hr	30%	1,2,3	1,2,3	On: 18 September

Please note that assessment tasks, weighting and schedule **are subject to revision.*

Submission of Assessment Tasks and Late Assignments and university policy on Attendance (see under “13 Other Information”).

- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course. All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website:

<http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

10. Course Schedule

Topic	Date	Lecture Content	Tutorial/Lab Content	Readings Required
31/07	1 Definitions and typology of bilingualism	<ul style="list-style-type: none"> What do we mean by bilingualism and 		Textbook Ch 1

		bilinguality?		
07/08	2 Measurement of bilinguality	<ul style="list-style-type: none"> How can we measure skills in bilingualism? 		Textbook Ch 2
14/08	3 Ontogenesis of bilingualism	<ul style="list-style-type: none"> Bilinguistic development Sensitive-age hypothesis 		Textbook Ch 3
21/08	4 Cognitive development	<ul style="list-style-type: none"> Bilinguality and cognition Cognitive consequences of bilinguality Cognitive and educational aspects: threshold theory, BICS and CALP 		Textbook Ch 4
28/08	5 Processes of language development	<ul style="list-style-type: none"> Language socialization Information storing and processing 		Textbook Ch 5 Textbook Ch 7
04/09	6 Bilingualism, biculturalism and identity	<ul style="list-style-type: none"> How are language, culture and identity interrelated in bilinguals? 		Textbook Ch 8
11/09	7 Linguistic aspects of bilingualism	<ul style="list-style-type: none"> Code-switching; code-mixing; bilingual borrowing 		Textbook Ch 9
18/09	8 Class test	<ul style="list-style-type: none"> class test 		
25/09	9 Language planning	<ul style="list-style-type: none"> typology and goals 		Textbook Ch 10
mid semester break				
16/10	10 Bilingual education	<ul style="list-style-type: none"> typology 		Textbook Ch 11
23/10	11 Bilingual education	<ul style="list-style-type: none"> Which type of program for what purpose 		Textbook Ch 11

		and effect?		
30/10	12 Summary			

11. Expected Resources for Students

Textbook Details

Hamers, J. F. & M.H.A. Blanc (2000) available from UNSW bookshop. 2nd.ed. Oxford: Oxford University Press.

Additional Readings

Selected online readings are recommended weekly. Other useful books are:

- Baker, C. (1993) *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters
- Baetens-Beardsmore, H. (1986) *Bilingualism. Basic Principles*. Clevedon: Multilingual Matters
- Bialystok, E. (2001) *Bilingualism in Development: Language, Literacy and Cognition*. Cambridge: Cambridge University Press.
- Clyne, M. (2003) *Dynamics of Language Contact: English and Immigrant Languages*. Cambridge: Cambridge University Press.
- Hoffmann, C. (1991) *An introduction to bilingualism*. London: Longman.
- Myers-Scotton, C. (2006) *Multiple Voices: An Introduction to Bilingualism*. Oxford: Blackwell.
- Wei, L. (2000) *The bilingualism reader*. London/New York: Routledge

Websites

Cyberspora: <http://www.cyberspora.com/>

Australian Bureau of Statistics, Population Census www.abs.gov.au

ECRC Bilingualism Research Centre (Bangor) <http://www.bilingualism.bangor.ac.uk/>

Babylon – Centre for Studies of the Multicultural Society

<http://www.tilburguniversity.edu/research/institutes-and-research-groups/babylon/>

NABE – National Association for Bilingual Education (USA) <http://www.nabe.org/>

Mercator – Linguistic Rights and Legislations (EU) - also see “Links of Interest”

http://www.ciemen.org/mercator/Menu_nou/index.cfm?lg=gb

Linguapax – promoting multilingualism www.linguapax.org

12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Other Information

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>

It is individual students’ responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <http://www.ohs.unsw.edu.au/>

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

Applications on the grounds of illness must be filled in by a medical practitioner.

Further

information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.